

Year Two Spelling Patterns

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| **Phoneme focus** | **Pattern** | **National Curriculum**  | **Additional**  | **High frequency**  |
| j g | The letter j is never used at the end of English words. At the end of a word, the /dʒ/ sound is spelt –dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called ‘short’ vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –ge at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u. | gemgiantmagicjacketjarjoin ageenergy |  | justjump |
| gedge | hugechangechargebulgevillage badgeedgebridgefudge |  |  |
| s spelt c | s spelt c before e, i and y | raceicecellcity |  | placewassomesmallfirst |
| n spelt kn |  | knockknowknee | knewknight | whenfindnightwant |
| r spelt wr |  | writewrittenwrotewrongwrap |  | areherewerethere |
| **Phoneme focus** | **Pattern** | **National Curriculum** | **Additional** | **High frequency** |
| elle | The –le spelling is the most common spelling for this sound at the end of words.The –el spelling is much less common than –le. The –el spelling is used after m, n, r, s, v, w and more often than not after s | tableapplelittlemiddlecameltunnel traveltowel tinsel |  | people |
| alil | Not many nouns end in –al, but many adjectives do. | metalpedalcapitalanimal pencilfossilnostril | petal |  |
| igh y | This is by far the most common spelling for this sound at the end of words | cryflytryJuly |  | nightrightlightknightwhy |
| es after y | The y is changed to i before –es is added. | fliestriesrepliescopiesbabiescarries | cries |  |
| ed, ing, to root words ending in y | The y is changed to i before –ed, –er and –est are added, but not before – ing as this ao result in ii. The only ordinary words with ii are skiing and taxiing. | copiedcriedreplied | dried copyingcryingdryingreplying |  |
| er and est to root words ending in y | happierhappiest | driestdrierfunnierfunniestsilliersilliestangrierangriest |  |
| **Phoneme focus** | **Pattern** | **National Curriculum** | **Additional** | **High frequency** |
| ed, er, est and y to words ending in e | The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. Exception: being. | nicer, nicestshiny  | braverbravesticy | timedlivedplaced |
| ing, ed, er and est to root words which double the consonant | The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ ɒ /, / / and /ʌ/ sound (i.e. to keep the vowel ‘short’). Exception: The letter ‘x’ is never doubled: mixing, mixed, boxer, sixes | pattingpattedsadder saddest  |  | stoppedstoppingbiggerbiggesthotterhottest |
| y to root words | The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ ɒ /, / / and /ʌ/ sound (i.e. to keep the vowel ‘short’). | runny | funnysunnyfurrystarrydaddy |  |
| or spelt a | The /ɔ:/ sound (‘or’) is usually spelt as a before l and ll. | callwalktalkalways |  | smallwaterforhorsemorning |
| u spelt o |  | othermotherbrotherMonday |  | anotherjustjumpmuchunderpull |
| e spelt ey | The plural of these words is formed by the addition of –s (donkeys, monkeys, etc.). | keydonkeymonkeychimneyvalley |  | beganshehe webe |
| **Phoneme focus** | **Pattern** | **National Curriculum** | **Additional** | **High frequency** |
| o spelt a | A is the most common spelling for the /ɒ/ (‘hot’) sound after w and qu. | wantwatchsquash |  | waswhatoldfromstoptoldgone |
| er spelt or |  | wordworkwormworldworth |  | wateroverneverotherafter |
| or spelt ar |  | warwarmtowardsshortborn | awardswarm sportsort | horse |
| ment fully as a suffixno change | If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument  | enjoymentplayfulbadly | excitement | hardlywishfullastlyplacementhelpful |
| ment fully as a suffixadded to a word ending in y | If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable. | happilyplentiful | employmentpaymentbeautifulangrilynoisilylazily |  |
| ness less as a suffix |  | sadnesshopeless | fearlessspotlesskindnessbrightness | sleeplessdarkness |
| **Phoneme focus** | **Pattern** | **National Curriculum** | **Additional** | **High frequency** |
| ness less as a suffixadded to a word ending in y |  | plainnesshappinesspenniless | lonelinesssillinesspitilessmerciless |  |
| Contractions  | In contractions, the apostrophe shows where a letter or letters would be if the words were written in full. It’s is never used for the possessive. | can’tdidn’thasn’tcouldn’tit’s I’ll |  | don’t I’mthat’sI’velet’she’sthere’swe’re |
| tion |  | stationfictionmotionsection | nationcelebrationattentioncreation |  |
| Homophones and near-homophones |  | there/ theirhere/ hearquite/ quietsee/seabare/ bearone/ wonsun/ sonto/twobe/ beeblue/ blewknight/ night |  |
| Additional spellings to teach throughout the curriculum | grandad next across great morning wind eyes because plants dragon gran end come were our ran sat people |

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| High frequency words covered |
| just jump giant magic place was some small first know when find night want are here were there people little animal right light knight why fly cried timed lived stop big hot dad call water for horse morning another much under pull began she he we be other mother key what old from told gone work over never after play bad hard wish last help sleep dark can’t didn’t couldn’t it’s I’ll there their here see sea bear one to two |

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| High frequency revised from Year 1 |
| just jump place night stop call water other want was small there knight horse be |